

Individualizing Coaching

The coaching process explained in chapter 2 applies to your work with all teachers. Tailoring the process to each teacher’s level of knowledge and experience with *The Creative Curriculum* and to his or her personal style is a critical part of effective coaching. Just as a teacher’s ability to customize his or her instructional approach to and interactions with each child is a hallmark of excellence in classrooms, your ability to customize the support you offer to teachers will enhance your success as a coach.

Chapter 3 offers guidance about two important ways to customize coaching:

- recognizing the different levels at which teachers implement *The Creative Curriculum*
- tailoring support on the basis of teachers’ individual differences

Levels of Implementing *The Creative Curriculum*

Research shows that, to be effective, coaches must adjust the support they give according to each teacher’s level of professional experience (Glickman, Gordon, & Ross-Gordon, 2006). As you use this *Guide*, keep in mind the importance of differentiating your coaching. Teachers implement *The Creative Curriculum* at three levels:

Beginning implementation—These teachers are new to teaching, new to *The Creative Curriculum*, or have been using the curriculum without progressing with implementation. They benefit from direction and a lot of modeling. Their first question is often, “What will I do to get through tomorrow?” Consider this somewhat extreme analogy: If someone has just fallen off a ship and is drowning, would you ask him a reflective question and explore all the possible ways to save him, or would you throw him a life raft?

The example that follows shows how Marcus, a coach, works with Rosalie. She has been teaching preschool for about 4 years and is just beginning to implement *The Creative Curriculum*. Note how he uses a directive manner to help her with basic implementation.